Neidig Elementary School

"Building a community of leaders who inspire greatness!"

Data Driven Instruction
November 14, 2019 Board Presentation

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	Paradigm of Leadership		**Paradigm of Potential**		**Paradigm of Change**		**Paradigm of Motivation**		**Paradigm of Education**	
SEE Core Paradigms	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
	Leadership is for the few.	**Everyone can be a leader.**	A few people are gifted.	**Everyone has genius.**	To improve schools, the system needs to change first.	**Change starts with me.**	Educators control and direct student learning.	**Educators empower students to lead their own learning.**	Focus solely on academic achievement.	**Develop the whole person.**

DO
Highly Effective Practices

Teach Leadership Principles

Professional Learning
- Ongoing Staff Learning
- New-Staff Learning
- Principal Learning and Modeling

Student Learning
- Direct Lessons
- Integrated Approaches
- Modeling

Family Learning
- Family Communication
- *7 Habits* Training for Families
- Student Teaching at Home

Create a Leadership Culture

Leadership Environment
- Physical Environment (See)
- Common Language (Hear)
- Emotional Environment (Feel)

Shared Leadership
- Student Leadership Roles
- Student Voice
- Active Lighthouse Teams

Leadership Events
- Schoolwide Events
- Classroom Events
- Family & Community Events

Align Academic Systems

Schoolwide-Goal Achievement
- School Goals
- Team Goals
- Staff Goals

Student-Led Achievement
- Student Goals
- Leadership Notebooks
- Student-Led Conferences

Empowering Instruction
- Trusting Relationships
- Student-Led Learning
- Collaborative Planning and Reflection

GET
Measurable Results

| Leadership | Culture | Academics |

Data Used to Inform Instruction

Statewide Assessments
PSSA (Pennsylvania System of School Assessment)
District-Wide Assessments
DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills)
NWEA (MAP- Measures of Academic Progress)
Math Acadience Benchmarks
Classroom-Based Assessments
ReadyGEN Assessments
Fundations Mid-Unit and Unit Checks
Wit & Wisdom Assessments
Fountas & Pinnell Assessments
Writing Samples
Teachers' Observation of Students
Eureka/Zearn Assessments and Data

*While we analyze all data to look for trends and drive instruction, we are focusing on the Dibels 8 Data to **create our Literacy WIGS, drive instruction and close gaps early.***

DIBELS 8

- Dynamic Indicators of Early Literacy Skills — Universal Screener
- QCSD moved from Acadience (DIBELS Next) to Mclass (DIBELS 8) data platform

| Basic Early Literacy Skill	Definition	Observational Measures	Grades Administered
Phonemic Awareness	The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words	Phonemic Segmentation Fluency (PSF)	K-1
Alphabetic Principle and Phonics	The ability to map sounds onto letters and blend those sounds into words	Nonsense Word Fluency (NWF)	K-3
		Word Reading Fluency (WRF)	K-3
Accurate and Fluent Reading	The ability to read a text accurately and automatically with expression.	Word Reading Fluency (WRF)	K-3
		Oral Reading Fluency (ORF)	1-6
Reading Comprehension	The ability to make meaning from text	Maze	2-6

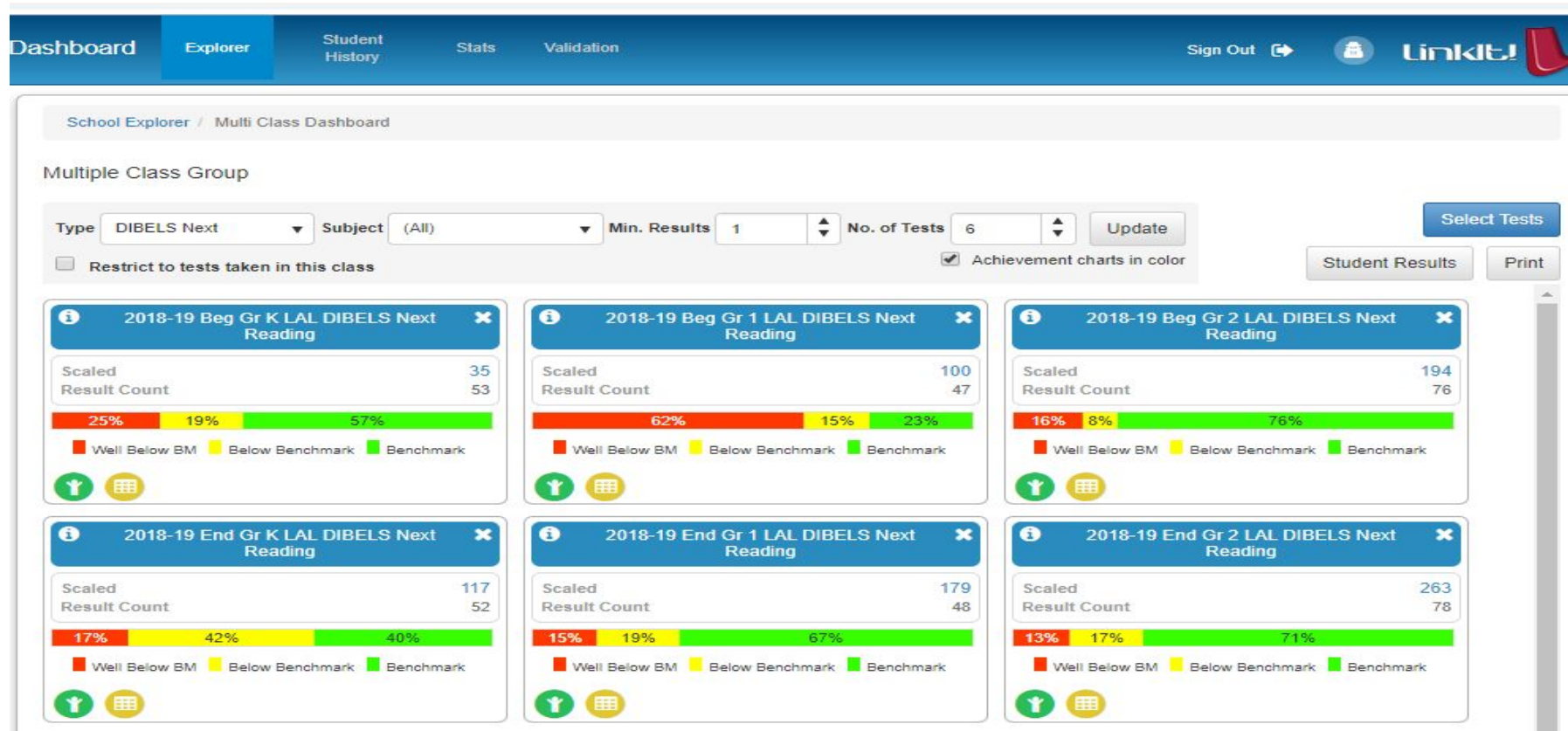# Schoolwide BOY DIBELS 8 Data

QUAKERTOWN CMTY SCH DISTRICT   Current as of 09/21/2019

⌄ Neidig Elementary School

Measures	20%	40%	60%	80%	Total Students
Composite Score	19-20 BOY				392
	128 (32%)	89 (23%)	97 (25%)	78 (20%)	

55% ⟷ 45%

217
Students

175
Students
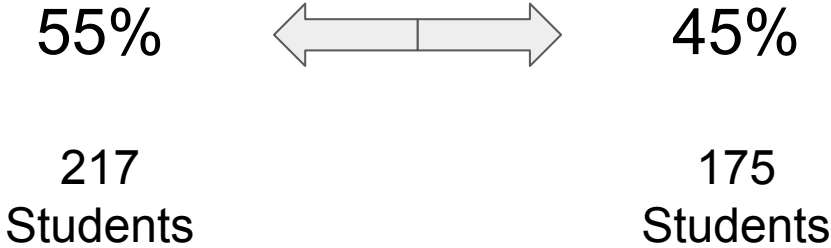
LINKIT Trends

These are the faces of the children we believe in.

A Philosophy of Early Intervention

*"Students **NOT reading proficiently by the end of third grade** are three times more likely than their proficient peers NOT to graduate on time."*

*"Students **reading proficiently by the end of third** grade are five times more successful at achieving college and career readiness as their non-proficient peers."*
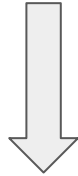
- Ohio Department of Education, 2014-2015

Wildly Important Goals

Building WIG

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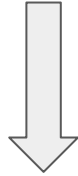
Grade Level WIG

↓

Student WIG

Neidig Building WIG

The percentage of Neidig students with an At or Above composite score on the Dibels 8 assessment will increase from 45% to 65% by June 16, 2020.

Grade Level WIGS (Wildly Important Goals)

Grade Level	Grade level teachers will increase the % of students making benchmark goal for
K	**Phoneme Segmentation Fluency** from **19%** to **80%** by the end of the school year.
1	**Word Reading Fluency** from **27%** to **70%** by the end of the school year.
2	**Decoding Nonsense Word Fluency** from **45**% to **57**% by the end of the school year.
3	**Oral Reading Fluency** from **59%** to **75%** by the end of the school year.
4	**Oral Reading Fluency** from **56%** to **75%** by the end of the school year.
5	**Oral Reading Fluency** from **49%** to **65%** by the end of the school year.

Progress Monitoring

What is it?

Weekly, bi-weekly or monthly checks for those students performing below or well below the expectation on WIG skills (and/or other relevant skills). The frequency is dependent on the intensity of intervention.

Why is it important?

- To ensure effectiveness of interventions
- Measure student growth over time (trendlines)
- To inform instructional decisions (movement of students in flexible groups)
- Measure a student and/or group response to intervention and instruction

MTSS Assessment Guidelines for a Comprehensive Assessment System
October 2016

Allocation of Additional Resources and Supports

- 2 Learning Support Teachers
- 1 Title 1 Reading Specialist
- 1.5 Interventionists
- .5 Instructional Coach
- OTL District Coaches
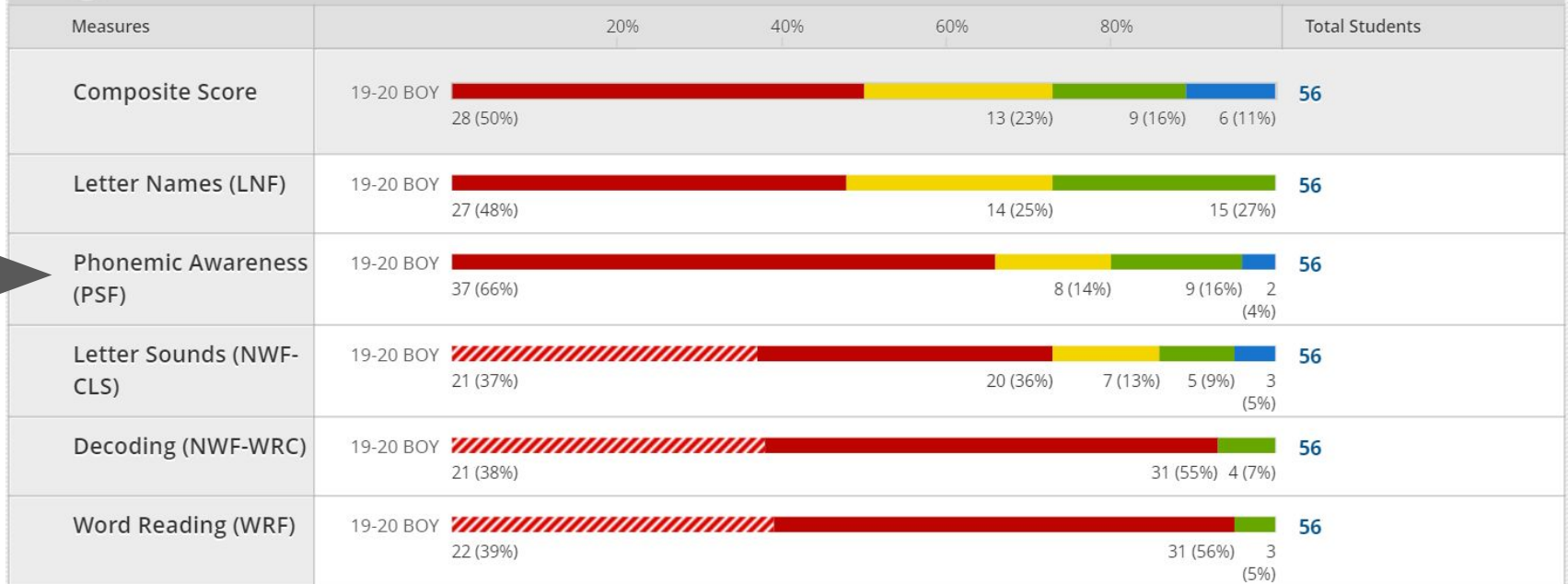- Instructional Aides

Kindergarten Beginning of the Year Data

QUAKERTOWN CMTY SCH DISTRICT | Current as of 11/06/2019

Neidig Elementary School

Grade K

Measures		20%	40%	60%	80%	Total Students
Composite Score	19-20 BOY	28 (50%)		13 (23%)	9 (16%)	6 (11%)	56
Letter Names (LNF)	19-20 BOY	27 (48%)		14 (25%)	15 (27%)		56
Phonemic Awareness (PSF)	19-20 BOY	37 (66%)		8 (14%)	9 (16%)	2 (4%)	56
Letter Sounds (NWF-CLS)	19-20 BOY	21 (37%)	20 (36%)	7 (13%)	5 (9%)	3 (5%)	56
Decoding (NWF-WRC)	19-20 BOY	21 (38%)		31 (55%)	4 (7%)		56
Word Reading (WRF)	19-20 BOY	22 (39%)		31 (56%)	3 (5%)		56

Kindergarten WIG

Kindergarten Teachers will increase the percentage of students making the benchmark goal for Phoneme Segmentation Fluency from **19%** to **80%** by the end of the school year.

*"The combination of **explicit phonics** and **phonological awareness training** for all students in kindergarten and first grade provides far greater results in word-level reading skills than any other teaching practice that has been studied."*
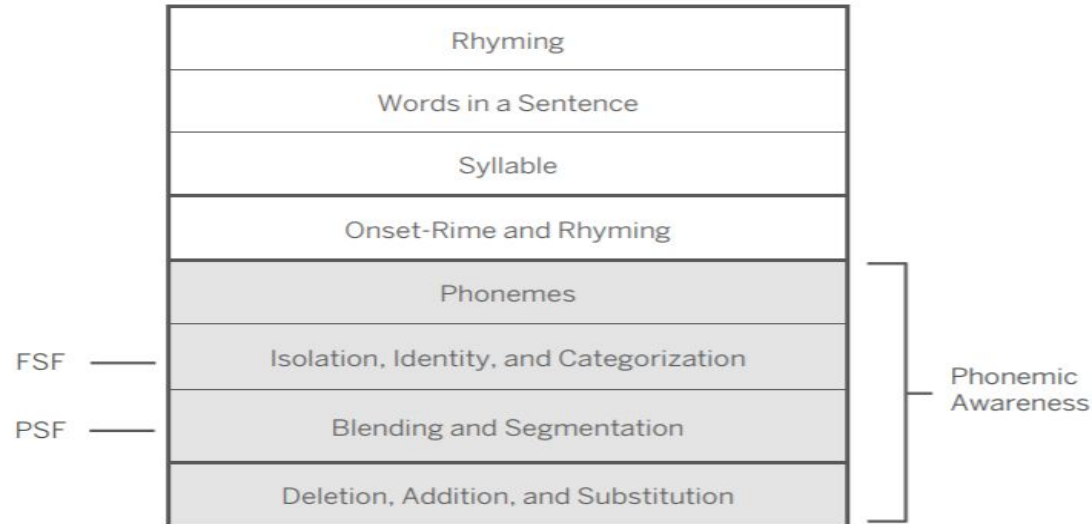
- David Kilpatrick
Essentials of Assessing, Preventing and Overcoming Reading Difficulties, 2015

So what is Phonemic Awareness?

Amplify.

Phonological Awareness

Rhyming
Words in a Sentence
Syllable
Onset-Rime and Rhyming
Phonemes
Isolation, Identity, and Categorization
Blending and Segmentation
Deletion, Addition, and Substitution

FSF ——— Isolation, Identity, and Categorization

PSF ——— Blending and Segmentation

Phonemic Awareness

Phoneme Segmentation Fluency

PSF measures a student's **ability to segment the phonemes in a spoken word**. It is a one minute assessment.

Small Group time options to support Phoneme Segmentation Fluency:

- Amplify Lessons
- Heggerty Phonemic Awareness Intervention
- ReadyGEN small group options, ReadyUP
- Fundations

Phoneme Segmentation Fluency In Action
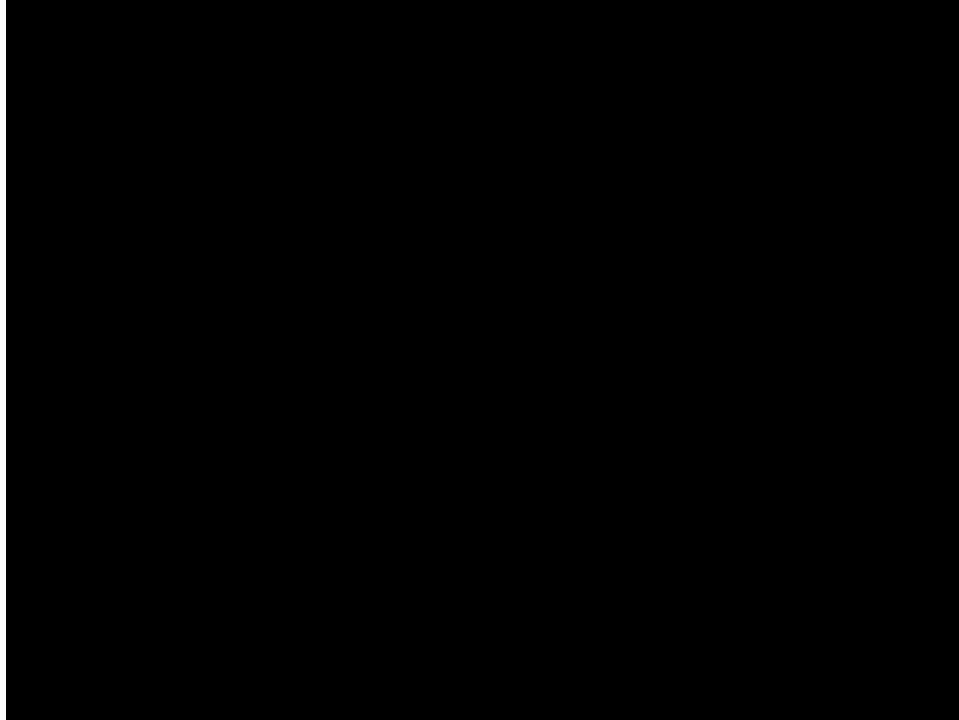
# Phoneme Segmentation Fluency In Action...cont.
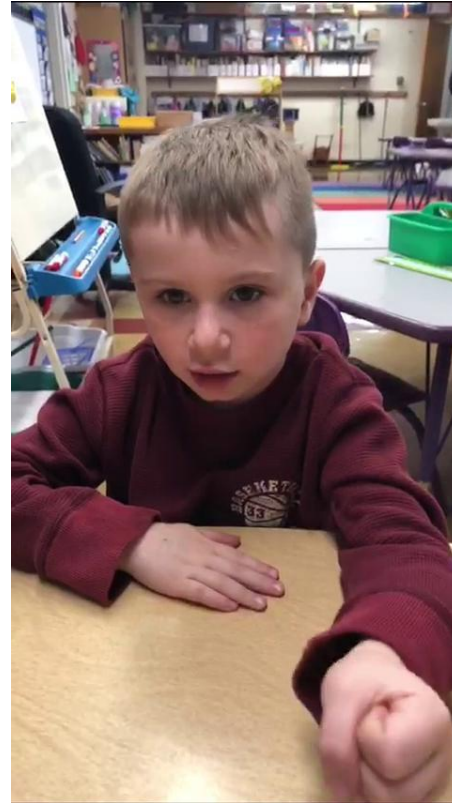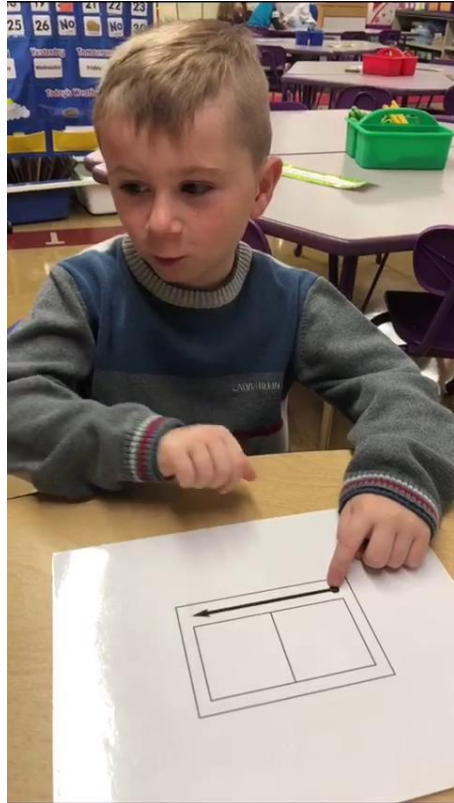
Progress Monitoring Data Results

	249 Well Below	Phonemic Awareness PSF	0 Well Below	10	19	21	32		11/08/2019
	296 Below	Phonemic Awareness PSF	4 Well Below	17	21		32		11/08/2019
	315 Benchmark	Phonemic Awareness PSF	5 Well Below	35	44		32		11/08/2019

Students Track Their Own Progress

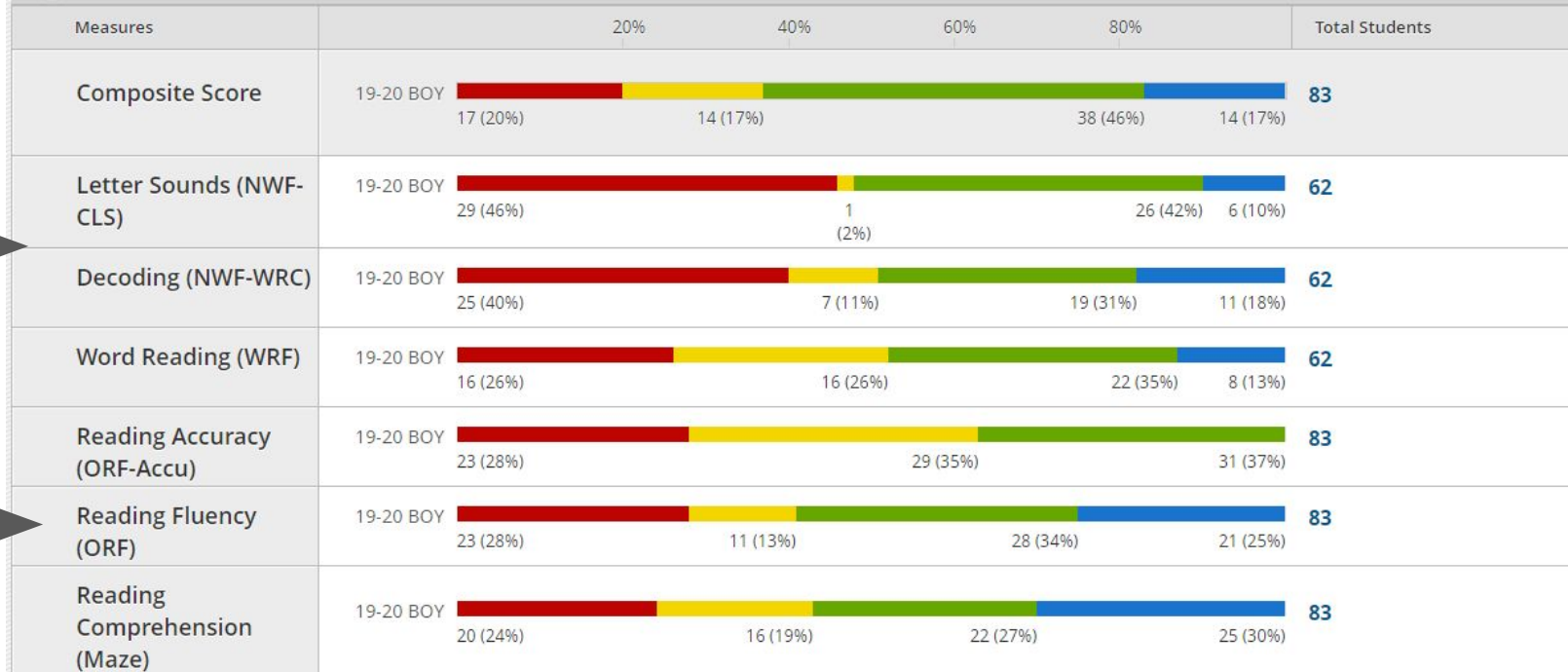**Paradigm of Motivation: Educators empower students to lead their own learning.**
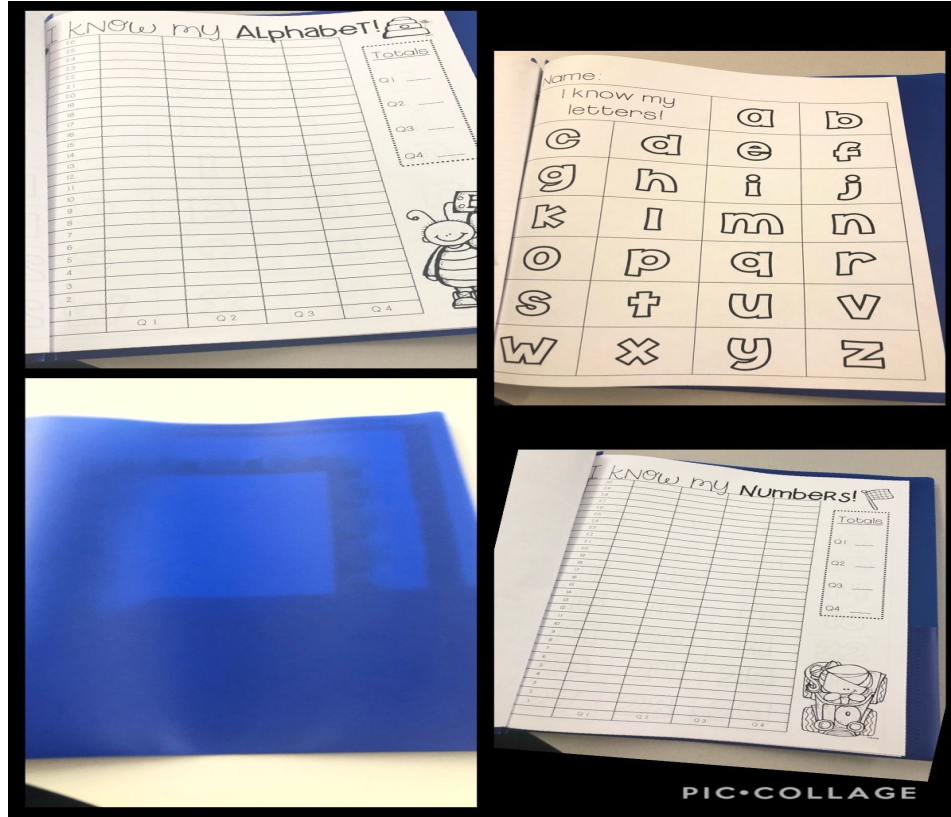
3rd Grade Beginning of the Year Data

QUAKERTOWN CMTY SCH DISTRICT			Current as of 11/06/2019

Neidig Elementary School

Measures		20%	40%	60%	80%	Total Students
Composite Score	19-20 BOY	17 (20%)	14 (17%)	38 (46%)	14 (17%)	83
Letter Sounds (NWF-CLS)	19-20 BOY	29 (46%)	1 (2%)	26 (42%)	6 (10%)	62
Decoding (NWF-WRC)	19-20 BOY	25 (40%)	7 (11%)	19 (31%)	11 (18%)	62
Word Reading (WRF)	19-20 BOY	16 (26%)	16 (26%)	22 (35%)	8 (13%)	62
Reading Accuracy (ORF-Accu)	19-20 BOY	23 (28%)	29 (35%)	31 (37%)		83
Reading Fluency (ORF)	19-20 BOY	23 (28%)	11 (13%)	28 (34%)	21 (25%)	83
Reading Comprehension (Maze)	19-20 BOY	20 (24%)	16 (19%)	22 (27%)	25 (30%)	83

3rd Grade WIG

Third Grade Teachers will increase the percentage of students making the benchmark goal for Oral Reading Fluency from **59%** to **75%** by the end of the school year.

"While reading fluency may be the gateway to reading comprehension, skilled word-level reading, particularly a large sight vocabulary, appears to be the gateway to reading fluency."

- David Kilpatrick
Essentials of Assessing, Preventing and Overcoming Reading Difficulties, 2015

DIBELS 8 Oral Reading Fluency and Nonsense Word Fluency

ORF measures a student's **ability to read text accurately** and **automatically**. It is a one minute read of grade level text. Words per minute and accuracy are calculated.

NWF measures a student's ability to attach sounds to corresponding letters and blend those sounds into words. The goal is automaticity (see/say, no tapping).

- *It is a "pure" measure of phonics because sight word knowledge and vocabulary cannot aide students in reading these words.*
- *Larger (multi-syllable) words are often made of these smaller parts.*

WIN Time Instruction

Options to support Oral Reading Fluency:
- Repeated Readings (Wit & Wisdom instructional routine)
- Amplify Lessons
  - Phonics lessons for trouble spots (to strengthen accuracy)
  - Phrasing lessons for fluency
- Modeled/assisted fluent reading (read-alouds)

Options to support Phonics/Nonsense Word Fluency...

Nonsense Words
Word List

CVC words	CCVC/CVCC words	Bossy R words	CVCe Words
cun	slep	jart	zoke
dat	tath	plerd	chate
zop	guff	zork	spile
mig	drob	smirl	sheme
lep	chim	gurf	plude
gan	fezz	cherm	slake
pog	dosh	thort	treve
ved	scap	flird	stide
fid	luch	yarm	thude
sup	spig	purst	glope

Decoding

The purpose of this activity is for students to practice decoding CVC words beginning with stop sounds (e.g., /t/ /g/ /k/).

Prepare

- Print out one set of these word cards Set A.
- Shuffle cards and place them facedown in a stack in front of you. Be sure that the first four cards are *bat, bed, tub,* and *cub*. Be sure that all students can see the word on the card when you flip it over.
- Print out a picture of an ax head for each student and one for yourself. For best results, print on heavy paper or glue picture to light cardboard.
- Provide a wooden ruler for each student and one for yourself.
- Prepare axes by taping paper ax heads to the rulers.

Warm-Up
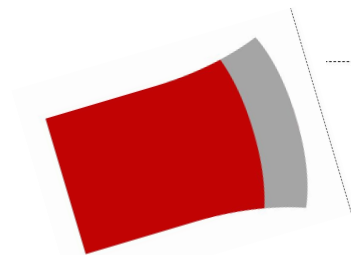
bat	gag
bed	gap
tub	gas

Nonsense Word and Oral Reading Fluency Progress Monitoring Data

315 Below	**Reading Fluency** ORF	67 Below	117			105	•╱	10/30/2019
	Reading Accuracy ORF-Accu	99% Benchmark	96%			98%		10/30/2019
	Letter Sounds NWF-CLS	39 Well Below	88	90		104	••╱	10/30/2019
	Decoding NWF-WRC	6 Well Below	22	18		30	••╱	10/30/2019

Nonsense Word and Oral Reading Fluency Progress Monitoring Data

BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Vs. Aimline	Last Assessed
319 Below	**Reading Fluency** ORF	55 Well Below	81			105		10/30/2019
	Reading Accuracy ORF-Accu	93% Well Below	96%			98%		10/30/2019
	Letter Sounds NWF-CLS	65 Well Below	51	67		104		10/30/2019
	Decoding NWF-WRC	16 Well Below	13	20		30		10/30/2019

Progress Monitoring - 1st Grader

BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Vs. Aimline	Last Assessed
322 Well Below	**Word Reading** WRF	7 Well Below	11	11		17		11/08/2019
	Letter Sounds NWF-CLS	24 Well Below	31	32	40	54		11/08/2019
	Decoding NWF-WRC	5 Below	9	4	12	10		11/08/2019
	Phonemic Awareness PSF	38 Below	37	44	53	43		11/08/2019

Progress Monitoring - 2nd Grader

BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Vs. Aimline	Last Assessed
302 Well Below	**Letter Sounds** NWF-CLS	17 Well Below	36	39		64		11/01/2019
	Decoding NWF-WRC	3 Well Below	9	12		23		11/01/2019

Progress Monitoring - 4th Grader

BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Vs. Aimline	Last Assessed
324 Below	**Reading Fluency** ORF	79 Below	65	73	93	121		11/12/2019
	Reading Accuracy ORF-Accu	94% Below	93%	88%	99%	99%		11/12/2019

Progress Monitoring - 5th Grader

| BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Vs. Aimline	Last Assessed
327 Below	**Reading Fluency** ORF	94 Below	69	104	115	122		11/08/2019
	Reading Accuracy ORF-Accu	93% Well Below	90%	97%	99%	99%		11/08/2019

Data Wall
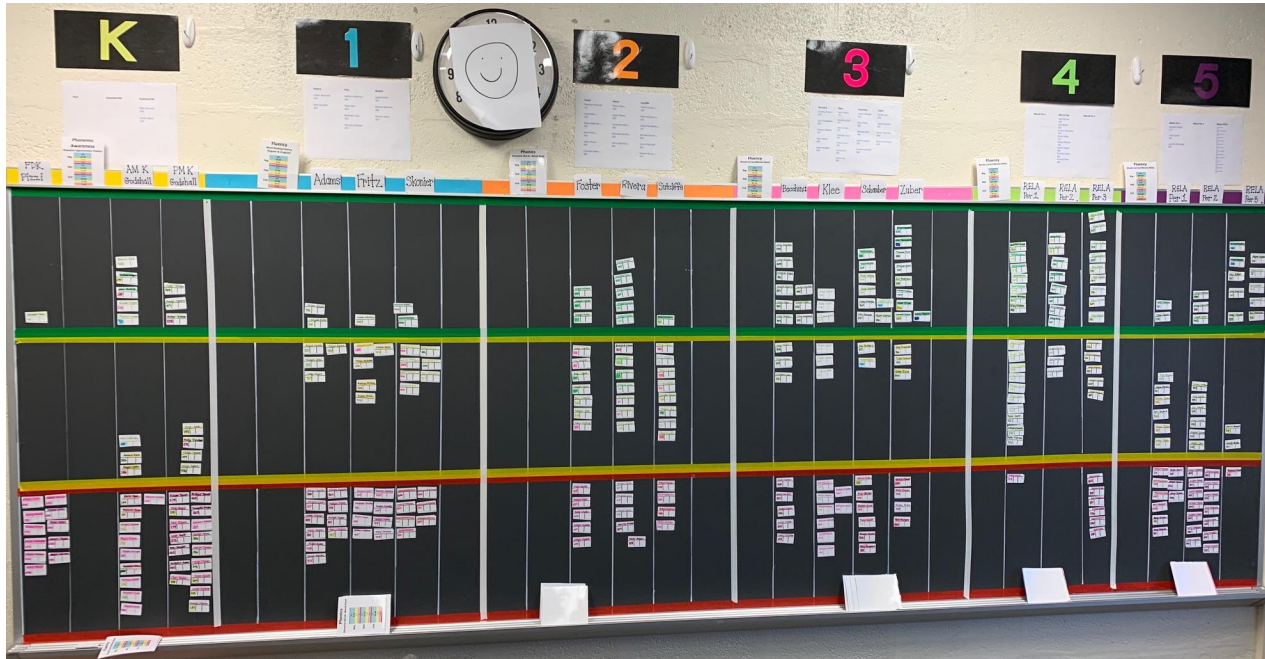
Data Meetings - Outcomes Driven Model

1. Celebrate data wall upward movement!
2. Examine mClass Progress Monitoring Sheets
   a. Which instructional methods are yielding the strongest <mark>outcomes</mark>?
   b. Which skills do students still need to master?
3. Make changes to supports as needed. Consider the…
   1. FOCUS
   2. INTENSITY
   3. METHOD
   4. PACING
4. Clear the path

> *"The purpose is not to grade the students' work, but to measure progress and compare it to the teaching that has occurred… These assessments are a measure of our progress, too..."*
> - Douglas Fisher, Nancy Frey & John Hattie
>   Visible Learning for Literacy, 2016

A Leader in Me School
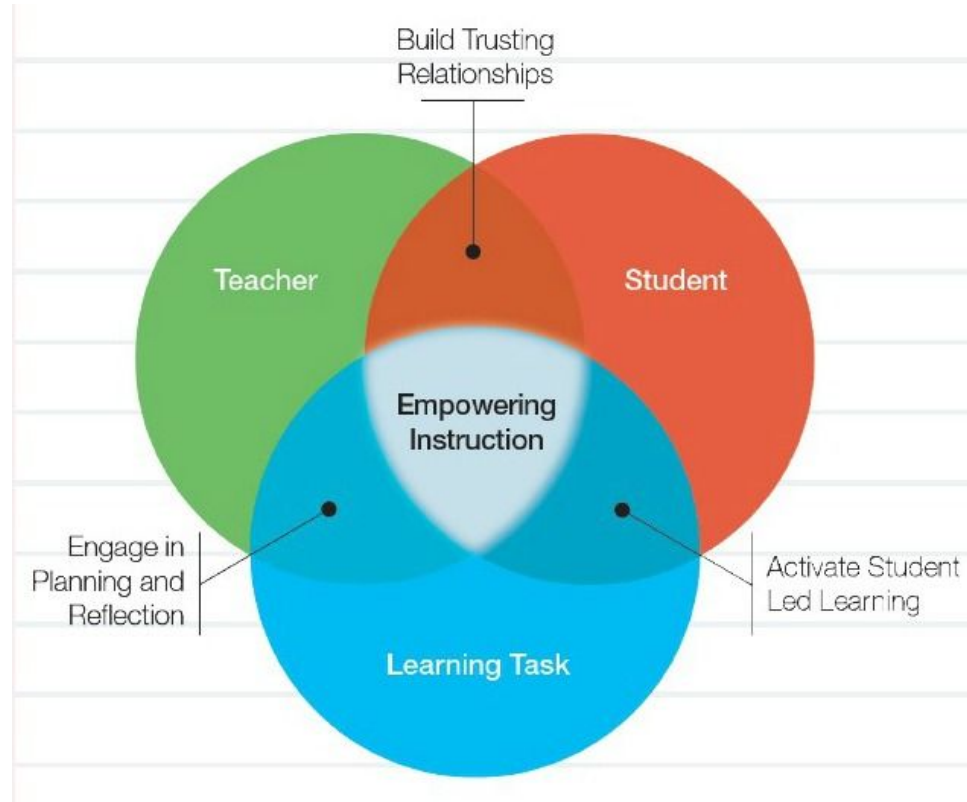
Our End Goal

Building 392 leaders who inspire greatness!